Resource Development Draft

UKRAINIAN LANGUAGE AND CULTURE 10S–20S–30S

Program of Studies

October 2001

Alberta
LEARNING

Rationale for Learning Ukrainian

Global Citizenship The learning of Ukrainian, as any other language, develops awareness of and sensitivity to cultural and linguistic diversity and this fact, in addition to preserving cultural identity, is also a means of cultural enrichment and is the best means of fostering understanding and solidarity among peoples and countries. Furthermore, it gives the opportunity to identify, question and challenge one's own cultural assumptions, values and perspectives and contribute positively to society.

A Means of Communication Ukrainian is spoken by more than 50 million people in the world living in Ukraine, Canada, the United States, Brazil, Argentina, Western Europe, the United Kingdom and Australia. Ukrainian is closely related to other Slavic languages. Since there are almost 300 million people in the world speaking a Slavic language, Ukrainian can be an important key to communication in many parts of the world. Speakers of Ukrainian can make themselves understood in many countries in Europe, i.e., Poland, Russia, Belarus, Czech Republic, Slovakia, Serbia, Croatia, Bulgaria, Macedonia, Slovenia and Bosnia. Students should, therefore, be given the opportunity and encouragement to acquire Ukrainian as an additional language.

Personal and Cognitive Benefits There is significant evidence to suggest that learning another language contributes to the development of first language skills and enhances cognitive functioning. Learning a second language increases the ability to conceptualize, to think abstractly, and it fosters more cognitive flexibility, greater divergent thinking, creativity and meta-linguistic competence.

First Language Skills and Cultural Connections For those students who already have some knowledge of the Ukrainian language or a family connection to the culture, it offers an opportunity to renew contact with their language, culture and heritage. For some, it may contribute to maintaining and further developing literacy in their first language that is not necessarily the majority language in the community.

Economic Benefits Finally, in today's global world, the knowledge of a second language and culture in general, and Ukrainian in particular, is an economic advantage for the individual, providing language skills that enable people to communicate and interact effectively in the global marketplace and workplace.

Assumptions

The following are statements of assumptions which have guided the process of development of this curriculum:

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning an international language leads to enhanced learning in both the child's primary language and in related areas of cognitive development and knowledge acquisition. This is true of children who come to the class with no knowledge of the international language, who are learning it as a second or additional language. It is also true for children who have some knowledge of the international language and develop literacy skills in that language.

For a brief discussion of some of the factors that need to be considered when developing and implementing curricula for international languages, see Appendix I, "Curriculum Implementation".

The Conceptual Model

The aim of the *Ukrainian Language and Culture 10S–20S–30S Program of Studies* is the development of communicative competence* in Ukrainian as defined in the glossary.

Four Components

For the purposes of this *Program of Studies*, communicative competence is represented by four interrelated and interdependent components.

- **Applications** deals with what the students will be able to do with the language, the functions they will be able to perform and the contexts which they will be able to interpret and in which they will be able to function.
- **Language Competence** addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts* appropriate to the situation in which they are used.
- **Strategies** help students learn and communicate more effectively and more efficiently. Each of these components is described more fully at the beginning of the corresponding section of the curriculum itself.
- **Global Citizenship** aims to develop intercultural competence with a particular focus on cultures associated with the target language.

A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g. increased proficiency), but also horizontal (e.g. broader range of applications, experience with more vocabulary, text forms[1], contexts and so on). The spiral also represents how language learning activities are best structured. Particular areas of experience, learning strategies or language functions, for example, are revisited at different points in the program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is extended, reinforced and broadened each time a point is revisited.

Applications   Language Competence   Strategies   Global Citizenship

Grade 12

Grade 10

Grade 7

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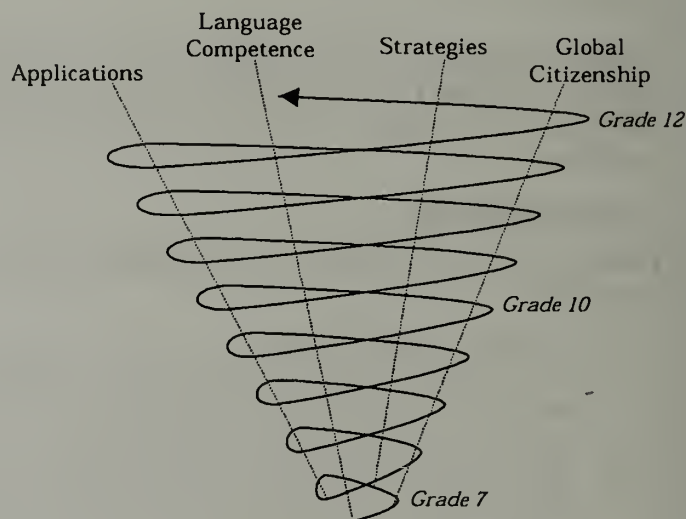
[1] For a sample list of text forms, see Appendix IV.

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Areas of Experience

Students' language learning should focus on meaningful, functional learning activities that are best structured around topics based on students' experiences and interests.

The following areas of experience are included in the *Ukrainian Language and Culture 10S–20S–30S Program of Studies*. The linguistic elements needed to allow learners to communicate about these topics are specified in the **Language Competence** component under the cluster heading *attend to form* (see pages 22, 23, and 24).

10S–20S–30S	
Entertainment	Consumerism
Social Life	Literature
Media	Historical Elements
Travel	Current Issues, Events and Political Situations

Organization of the Program of Studies

General Learning Outcomes

General learning outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general learning outcomes serve as the foundation for the *Ukrainian Language and Culture 10S–20S–30S Program of Studies* and are based on the conceptual model outlined above.

- Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.
- Students will use Ukrainian **effectively** and **competently**.
- Students will know and use strategies to maximize **effectiveness** of learning and communication.
- Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

The order in which the general learning outcomes are presented in the *Program of Studies* does not represent a sequential order, nor does it indicate the relative importance of each component.

Specific Learning Outcomes

Each general learning outcome is further broken down into specific learning outcomes that students are to achieve by the end of each grade. The specific learning outcomes are interrelated and interdependent. Therefore, in most classroom activities, a number of learning outcomes will be dealt with simultaneously and in an integrated manner.

The specific learning outcomes are categorized under *cluster headings* which show the scope of each of the four general learning outcomes. These headings are shown as bullets in the table on the following page.

The specific learning outcomes are further categorized by *strands* which show the developmental flow of learning from the beginning to the end of the program. However, a learning outcome for a particular grade will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for the acquisition of related, but more sophisticated linguistic elements in order to broaden and deepen the language experiences of students.

General Learning Outcomes

Applications
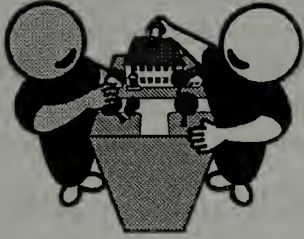
Students will use Ukrainian in a variety of **situations** and for a variety of **purposes.**
- to impart and receive information
- to express emotions and personal perspectives
- to get things done
- to form, maintain and change interpersonal relationships
- to extend their knowledge of the world
- for imaginative purposes and personal enjoyment

Language Competence

Students will use Ukrainian **effectively** and **competently**.
- attend to form
- interpret and produce texts
- apply knowledge of the sociocultural context
- apply knowledge of how the discourse is organized, structured and sequenced
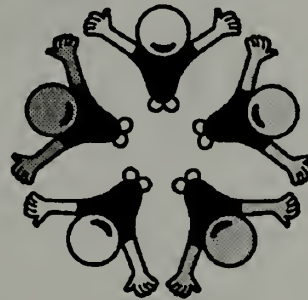
Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.
- language learning strategies
- language use strategies
- general learning strategies

Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens.**
- historical and contemporary elements of the Ukrainian culture
- affirming and valuing diversity
- personal and career opportunities

Guide to Reading the *Program of Studies*

General Learning Outcome for Language Competence
Students will use Ukrainian **effectively** and **competently**.

cluster heading for specific outcomes

interpret and produce texts

	Grade 10	**Grade 11**	**Grade 12**

By the end of each grade, students will be able to:

read each page vertically for outcomes expected by the end of each grade

Aural Interpretation

1. understand the meaning of short texts in guided and unguided situations

1. understand short texts on familiar topics

1. understand the main point and some supporting details of texts on familiar topics

Written Production

2. produce short, simple texts in guided and unguided situations

2. produce a variety of short, simple texts in guided and unguided situations

2. produce texts on a variety of topics in guided situations

Visual Interpretation

3. derive meaning from a variety of visual elements in a variety of media

3. interpret visual elements in a variety of media

3. interpret visual elements in a variety of media and identify techniques (e.g., the purposes, intended audiences, messages and points of view)

specific outcome statements for each grade

strand headings for specific outcomes

read each page horizontally for developmental flow of outcomes from grade to grade

Ukrainian Language and Culture 10S–20S–30S

This section provides specific learning outcomes for each high school grade of a six- year course of study beginning with grade 7 and ending with grade 12. The learning outcomes reflect not only the level of competence expected of students at any particular grade, but also take into consideration the developmental levels of the students.

Please note: The *Ukrainian Language and Culture 10S–20S–30S Program of Studies* is based on a minimum time allotment for daily instruction. **The minimum instructional time is 125 hours for each course 10S, 20S and 30S at the secondary level grades 10 to 12.** If these recommended instructional times are not attained, then the expected level of achievement will have to be adjusted accordingly. Student progress is not measured and reported based on years of programming, but on actual outcomes attained. Student placement at the high school level, therefore, depends entirely on the level of proficiency previously achieved.
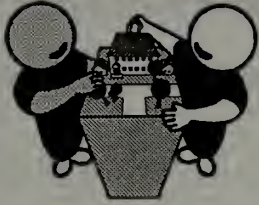
Applications
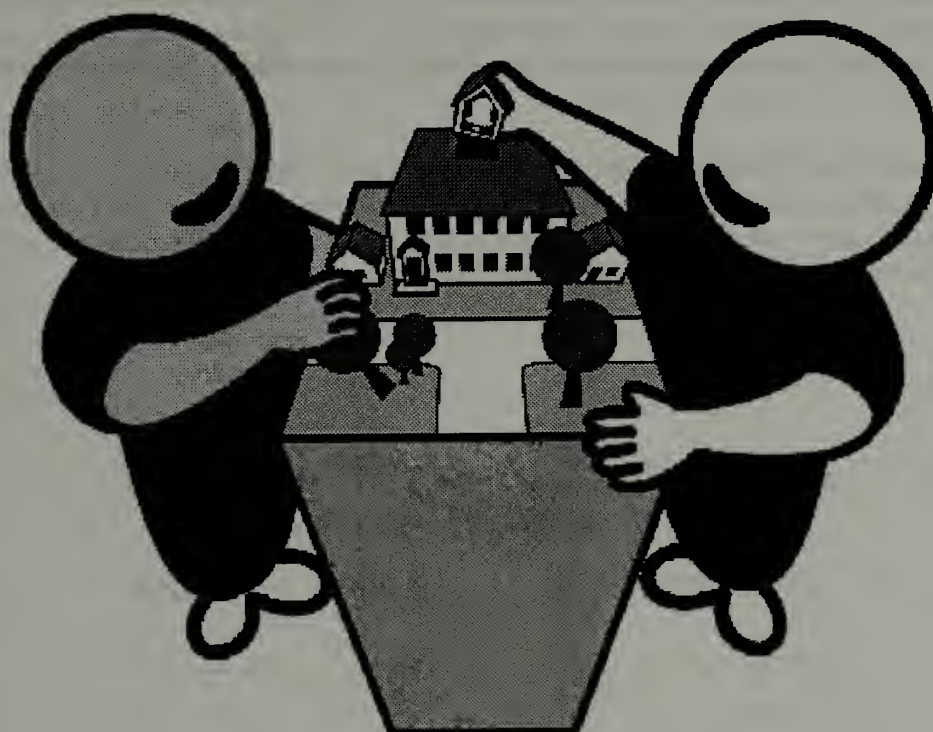
Applications

The specific learning outcomes under the heading *Applications* deal with **what** the students will be able to do with Ukrainian, that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

Different models of communicative competence* have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled *manage group actions* has been included to ensure that students acquire the Ukrainian language skills necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The cluster of strands under the heading *to extend knowledge of the world* will accommodate a content-based approach to language learning where students learn content from another subject area as they learn the second language.

The level of linguistic*, sociolinguistic* and discourse competence* that students will exhibit when carrying out the functions is defined in the specific learning outcomes for *Language Competence* for each grade. To know how well students will be able to perform the specific function, the application outcomes must be read in conjunction with Ukrainian *Language Competence* outcomes.

Applications

to express emotions and
personal perspectives

to receive and impart
information

to get things done

Students will use Ukrainian in
a variety of situations
and for a variety of purposes.

to extend their
knowledge of the world

for imaginative purposes
and personal enjoyment

to form, maintain and change
interpersonal relationships

to receive and impart information

	Grade 10	**Grade 11**	**Grade 12**
	By the end of each grade, students will be able to:		
Share Factual Information	1. share information on a specific topic, e.g., report, biography	1. share facts about events that took place in the past or that may take place in the future	1. share detailed information on a specific topic, e.g., a report or biography

to express emotions and personal perspectives

By the end of each grade, students will be able to:

	Grade 10	**Grade 11**	**Grade 12**
Share Ideas, Thoughts, Opinions, Preferences	1. express agreement and disagreement, approval and disapproval, satisfaction and dissatisfaction, interest and lack of interest	1. inquire about and express agreement and disagreement, approval and disapproval, satisfaction and dissatisfaction, interest and lack of interest, e.g., можливо, іноді, напевно, часом	1. express and support their own opinions
Share Emotions, Feelings	2. inquire about and express emotions and feelings in formal and informal situations, with guidance	2. inquire about and express emotions and feelings in a variety of situations, with guidance	2. share a range of emotions and feelings in a variety of situations

General Learning Outcome for Applications
Students will use the international language in a variety of **situations** and for a variety of **purposes**.

to get things done

	Grade 10	Grade 11	Grade 12
	By the end of each grade, students will be able to:		
Guide Actions of Others	1. make and respond to requests in informal situations with guidance, e.g., simple commercial transactions	1. make and respond to requests in a variety of situations, with guidance	1. guide the actions of others in a variety of situations, e.g., persuading, complaining
State Personal Actions	2. narrate personal actions in the past, present or future; express and respond to offers, invitations and promises	2. accept or decline an offer or invitation with explanations	2. express personal expectations, hopes, plans, goals, aspirations
Manage Group Actions	3. express and check for agreement and disagreement in an appropriate way	3. clarify another member's contribution	3. express appreciation, support and respect for the contribution of others

to form, maintain and change interpersonal relationships

	By the end of each grade, students will be able to:		
Manage Personal Relationships	1. initiate and participate in social exchanges in a variety of situations, e.g., telephone calls, personal notes	1. initiate relationships, e.g., give explanations, apologize, refuse and invite politely	1. offer and respond to congratulations, express sympathy, regret

to extend their knowledge of the world

	Grade 10	Grade 11	Grade 12
	By the end of each grade, students will be able to:		
Discover and Explore	1. explore and express meaning in a variety of ways, e.g., drawing a diagram, making a model, rephrasing	1. explore connections and gain new insights into familiar topics, e.g., reasons for immigration	1. explore connections and gain new insights into a variety of topics
Gather and Organize Information	2. gather information from a variety of resources, e.g., print, multimedia; organize and manipulate information, e.g., transform information from texts into other forms such as tables, diagrams, story maps	2. gather information using a prepared format, e.g., interview people using prepared questions	2. summarize and paraphrase; evaluate usefulness and reliability of sources
Solve Problems	3. describe and analyze a problem, then propose solutions; understand the steps in the problem-solving process	3. explore underlying values in mass media; distinguish fact from opinion, with guidance	3. offer solutions to real-life problems
Explore Opinions and Values	4. compare personal views and opinions with those of others	4. distinguish fact from opinion	4. distinguish between facts, values, and views

for imaginative purposes and personal enjoyment

	Grade 10	Grade 11	Grade 12
	By the end of each grade, students will be able to:		
Humour/Fun	1. use Ukrainian for fun and to interpret humour, e.g., interpret humorous cartoons, songs and poems	1. use Ukrainian for fun and to interpret and express humour, e.g., learn and perform songs, dances, short plays	1. use Ukrainian for fun and to interpret and express humour in a variety of situations
Creative/Aesthetic Purposes	2. engage in creative aesthetic language activities, e.g., create a picture story with captions or create and perform a skit	2. use Ukrainian creatively and for aesthetic purposes, e.g., write new words to a known melody or create a rap	2. use Ukrainian creatively and for aesthetic purposes
Personal Enjoyment	3. use Ukrainian for personal enjoyment, e.g., find a personal pen pal and exchange letters	3. use Ukrainian for personal enjoyment, e.g., web, TV, films	3. use Ukrainian for personal enjoyment in a variety of situations

Language Competence
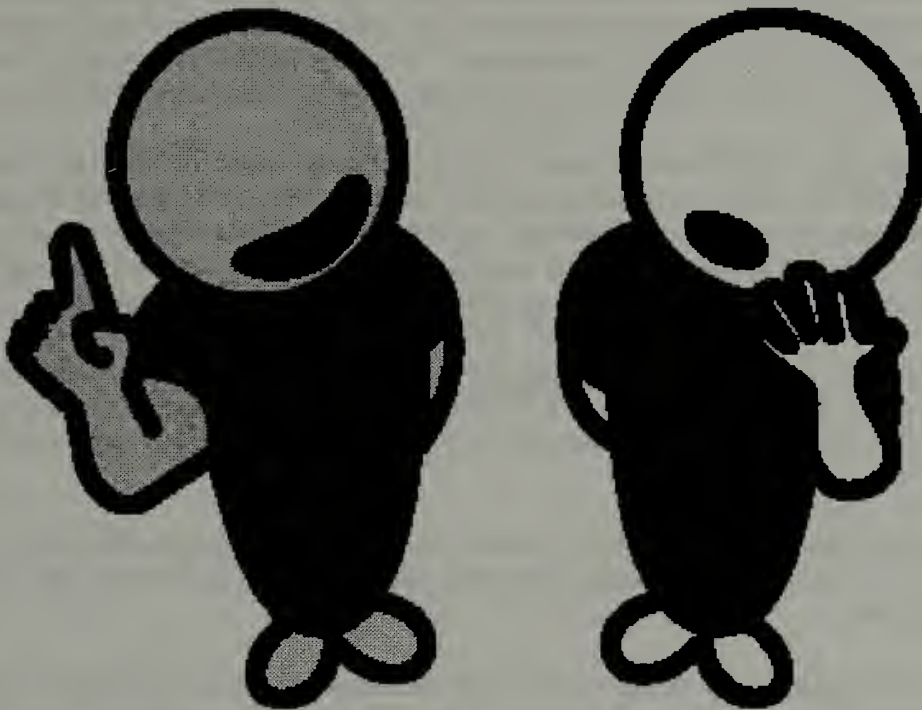
Language Competence

Language Competence is a broad term which includes linguistic or grammatical competence*, discourse competence*, sociolinguistic or sociocultural competence* and what might be called textual competence. The specific learning outcomes under *Language Competence* deal with knowledge of the language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. *Language Competence* is best developed in the context of activities or tasks where the language is used for real purposes, in other words, in practical **applications**.

The various components of *Language Competence* are grouped under four cluster headings (see illustration) Under each of these headings there are several strands identified by strand headings on the left end of each row which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading *attend to form*, there is a strand for phonology* (pronunciation, stress, intonation), orthography* (spelling, mechanical features), lexicon* (words and phrases) and grammar (morphology* and syntax*).

Although the outcomes isolate these components, language competence should be developed through classroom activities that focus on meaningful uses of the language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out this task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the *Strategies* section.

The stated point of introduction of certain grammatical elements does not preclude earlier introduction. Examples are given by way of suggestion. They may be expanded on and adjusted according to instructional needs.

Structures which appear only in the "in modeled situations" or "in structured situations" section of the grammatical elements chart, still need to be evaluated. It is understood that it may take students some time before they are able to use these elements independently and consistently. Evaluation practices should reflect the developmental nature of the learning process.

Language Competence

interpret and produce
text

attend to form

**Students will use Ukrainian
effectively and competently.**

apply knowledge of the
sociocultural context

apply knowledge of how
discourse is organized,
structured and sequenced

attend to form

	Grade 10	Grade 11	Grade 12

By the end of each grade, students will be able to:

Phonology

1. produce essential sounds, stress and intonation patterns of the Ukrainian language

1. use intonation, stress and rhythm appropriately in familiar situations

1. use intonation, stress and rhythm appropriately in a variety of situations

Orthography

2. apply basic spelling rules and use mechanical conventions with reasonable accuracy

2. consistently and accurately apply spelling rules and mechanical conventions

2. consistently and accurately apply spelling rules and mechanical conventions

Lexicon

3. By the end of grade twelve, students will understand and use a repertoire of vocabulary and expressions, in familiar contexts, related to the following recommended topics and areas of experience, and any other areas that meet the needs and interests of the students:

Entertainment
e.g., sports and recreation, movies, celebrities, film, music
Social Life
e.g., special friends, clubs and interests, etiquette
Media
e.g., mass media, film, TV, print, electronic
Travel
e.g., countries of the world, plans and itineraries

Consumerism
e.g., advertising, fashions and fads
Literature
e.g., folklore, legends, poetry, short stories, contemporary and classic arts: authors, artists and musicians
Environment
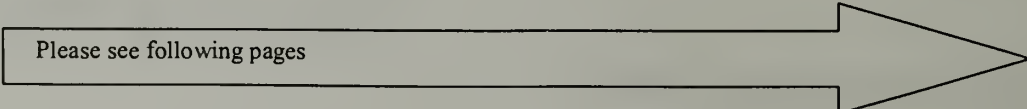e.g., recycling, energy-saving
Historical Elements
e.g., facts, events, beliefs
Current Issues, Events and Political Situations
e.g., local, national and international

**The groupings of subtopics are offered by way of suggestion.
Teachers may arrange alternate groupings and sequences to meet the needs of students.**

Grammatical Elements

4. Please see following pages

		Grade 10	Grade 11	Grade 12
Grammatical Elements	Use, in **modeled situations**, the following grammatical elements	*By the end of each grade level, students will be able to:*		

| **Grammatical Elements** | Use, in **modeled situations**, the following grammatical elements | **Nouns**
- locative, plural e.g. на зошитах
- instrumental, plural e.g. читаю з хлопцями, робити руками
- dative, singular and plural e.g. хлопцеві, дівчині, хлопцям
- genitive, plural e.g. хлопців, дівчат, авт

Pronouns
- possessive, demonstrative, interrogative, instrumental, dative, locative, singular
- reflexive e.g., себе, собі

Adjectives
- instrumental, dative, locative (singular)

Verbs
- perfective/imperfective

Conjunctions
- causal e.g., тому що, через те що

Numerals
- numerals 5 and higher plus noun agreement

Sentence Structure
- simple subordinate and relative clauses e.g., книжка, яка лежить на столі | **Nouns**
- prepositions governing cases e.g. без, біля, коло, до (genitive); на, у/в, за, через, про (accusative); підд, над, за, перед, з (instrumental); на, у/в, при (locative)

Pronouns
- possessive, demonstrative, interrogative, all cases, plural e.g. мої, моїх, моїм, мої/моїх, моїми, моїх
- possessive reflexive e.g., свій, своя

Adjectives
- all cases (plural)

Verbs
- simple future e.g. я читатиму...
- verbs governing cases e.g. боятися чогось (genitive), подарувати комусь (dative), цікавитися чимсь (instrumental)
- verbs of motion e.g. іти/ходити/піти

Adverbs
- degree of (comparative, superlative) e.g. швидше, найшвидше

Conjunctions
- disjunctive e.g., хоч, або...або, чи...чи
- copulative e.g., і...і, ні...ні

Sentence Structure
- simple subordinate and relative clauses requiring case changes e.g., Книжка, яку ми купили, цікава.
- simple sentences with subordination e.g., Вони прийшли коли все зробили.
- direct/indirect speech e.g., Наталка сказала «Все буде гаразд». Наталка сказала, що все буде гаразд. | **Nouns**
- declension of irregular nouns e.g. піч, осінь, телятко
- diminutives e.g. хлопчик, рибонька, серденько

Adjectives
- diminutives e.g. малесенький, гарненька, смачненьке
- superlatives e.g. якнайновіший

Verbs
- verbal adverbs e.g. бачачи, дивлячись,
- verbs of motion e.g. летіти/літати/пролетіти
- diminutives e.g. спатоньки

Adverbs
- diminutives e.g. швиденько, тихенько

Conjunctions
- conditional e.g., якщо, якби, коли
- adversative e.g., проте, зате

Numerals
- collective animate e.g. нас було десятеро
- cases e.g. два, двох, двом, два/двох, двома, на двох

Sentence Structure
- complex sentences with subordination e.g., Після того як ми зробили завдання, ми пішли в театр. Для того щоб усе зробити, нам треба більше часу.
- passive voice e.g., Цей будинок побудований сто років тому
- impersonal sentences e.g., Темніє. Світає. Тепліє. |

		Grade 10	Grade 11	Grade 12
Use in structured situations, the following grammatical elements		**Nouns** - hard, soft, mixed stem - instrumental, singular - accusative, plural **Pronouns** - personal, all cases - possessive, demonstrative, interrogative,nominative, plural, genitive, singular, accusative, singular - definite and indefinite **Adjectives** - nominative, plural - genitive, singular - accusative, singular - comparative/superlative **Verbs** - present tense, including irregular e.g. я їм, ти їси... **Adverbs** - definite and indefinite **Numerals** - ordinals 12 and up - numerals 1-4 and noun agreement	**Pronouns** - possessive, demonstrative, interrogative, all cases singular - personal, all cases, plural e.g. ми, нас, нам, нас, нами, на нас - reflexive e.g., себе, собі *Adjectives* - all cases, singular - comparative/superlative **Verbs** - perfective and imperfective aspect **Adverbs** - definite and indefinite **Conjunctions** - causal e.g., тому що, через, те що **Numerals** - numerals 5 plus and noun agreement **Sentence Structure** - simple subordinate and relative clauses e.g., Книжка, яка лежить на столі цікава.	**Nouns** - prepositions governing cases **Pronouns** - possessive, demonstrative, - interrogative, all cases, - singular and plural - reflexive e.g., себе, собі - possessive reflexive e.g., свій, своя **Adjectives** - all cases, plural **Verbs** - conditional mood e.g. якби..., я - simple future - verbs governing cases **Adverbs** - degree of, comparative, superlative **Conjunctions** - disjunctive e.g., хоч, - або...або, чи...чи - copulative e.g., і...і, ні...ні **Sentence Structure** - simple subordinate and relative clauses requiring case changes e.g., Книжка, яку ми купили, цікава. - simple sentences with subordination e.g., Вони прийшли, коли все зробили. - direct/indirect speech e.g., Наталка сказала «Вск буде гаразд». Наталка сказала, що все буде гаразд.
Use, independently and consistently, the following grammatical elements		**Nouns** - all cases (singular) **Pronouns** - personal - accusative, singular - genitive, singular **Verbs** - future reflexive - modal verbs - imperative **Adverbs** - temporal - distance e.g. далеко, близько - emotion e.g. мені весело, тобі нудно *Expressions* - at what time - calendar	**Nouns** - locative, plural - instrumental, plural - dative, plural **Verbs** - present tense, including irregular **Numerals** - ordinals 12 and up	**Nouns** - all cases, plural **Adjectives** - all cases, singular **Verbs** - present tense, including irregular - perfective and imperfective aspect **Numerals** - numerals 5 and higher plus noun agreement **Sentence Structure** - simple subordinate and relative clauses e.g., Книжка, яка лежать на столі цікава.

interpret and produce texts

	Grade 10	Grade 11	Grade 12
	By the end of each grade, students will be able to:		
Aural Interpretation	1. understand the meaning of short texts in guided and unguided situations	1. understand short texts on familiar topics	1. understand the main point and some supporting details of texts on familiar topics
Written Production	2. produce short, simple texts in guided and unguided situations	2. produce a variety of short, simple texts in guided and unguided situations	2. produce texts on a variety of topics in guided situations
Visual Interpretation	3. derive meaning from a variety of visual elements in a variety of media	3. interpret visual elements in a variety of media	3. interpret visual elements in a variety of media and identify techniques, e.g., the purposes, intended audiences, messages and points of view
Oral Production	4. produce texts on familiar topics, providing some detail in guided situations	4. produce texts on familiar topics, providing a variety of details to support the main point in guided situations	4. spontaneously and independently produce texts on familiar topics
Interactive Fluency	5. engage in short interactions on familiar topics	5. manage simple, spontaneous routine interactions asking for repetition or clarification	5. engage in spontaneous exchanges in a variety of situations
Written Interpretation	6. understand the main point and some supporting details of texts on familiar topics in guided situations	6. understand the main point and supporting details of texts of varying lengths on familiar topics in guided situations	6. understand the main point and specific details of texts on a variety of topics
Representation	7. express meaning through the use of a variety of visual elements♦ in guided situations	7. express meaning through the use of visual elements in a variety of media	7. explore a variety of ways meaning can be expressed through the visual elements in a variety of media

♦e.g., posters, cartoons, illustrations, brochures, advertising, folk art and crafts, Power Point presentations, internet, models, graphs, charts, maps, fine arts, videos, greeting cards

apply knowledge of the sociocultural context

	Grade 10	Grade 11	Grade 12
	By the end of each grade, students will be able to:		
Register*	1. explore formal and informal uses of language in a variety of contexts	1. adjust language to social situations and purpose	1. use the appropriate level of formality to suit situation and purpose
Idiomatic Expressions*	2. use some idiomatic expressions as set phrases to enhance communication	2. examine the role of idiomatic expressions in culture in guided situations	2. interpret the meaning of and use learned idiomatic expressions, in a variety of situations
Variations In Language*	3. identify some variations in language	3. identify variations in language	3. recognize influences resulting in variations in language, e.g., age, social class, geographical region
Social Conventions*	4. explore and use learned social conventions	4. interpret and use a variety of social conventions	4. interpret and use a variety of social conventions
Non-Verbal Communication*	5. use appropriate non-verbal behaviours in a variety of familiar contexts	5. explore and identify variations in non-verbal communication, e.g., gestures	5. interpret and use a variety of forms of non-verbal communication

apply knowledge of how discourse is organized, structured and sequenced

Grade 10	Grade 11	Grade 12

By the end of each grade, students will be able to:

	Grade 10	Grade 11	Grade 12
Cohesion/Coherence	1. use a variety of connecting devices in guided situations, in simple texts, e.g., однак, спочатку, нарешті	1. use a variety of conventions to structure texts with guidance, e.g., по-моєму, на його думку, проте, тому	1. use appropriate words and phrases to show a variety of relationships within texts in guided situations, e.g., дивлячись, незважаючи на, не хотячи, залежно від
Text Forms	2. explore, understand and use various texts forms delivered through a variety of media in guided situations	2. use familiar text forms in their own productions, e.g., recipes, comic strips, letters, radio or TV reports, articles	2. use a variety of familiar text forms and media in their own productions, e.g., brochures, advertisements, reports, poetry, stories
Patterns of Social Interaction	3. initiate and respond to interpersonal communication patterns in guided situations, e.g., social invitations, ordering food in restaurant	3. combine a variety of interpersonal communication patterns, e.g., invitation-accept/decline-explanation	3. use a range of interpersonal communication patterns, e.g., request goods/services, complain

Strategies

Under the *Strategies* heading are specific learning outcomes which will help students learn and communicate more **effectively**. Strategic competence* has long been recognized as an important component of communicative competence.

The strategies are grouped under three cluster headings. Under each of these headings there are several strands which show the development of awareness and skill in using strategies from grade to grade. Each strand deals with a specific category of strategy identified by a strand heading on the left end of the row. **Language learning** and **general learning strategies** are categorized as cognitive, metacognitive and social/affective. The **language use strategies** are organized by communicative mode: interactive, interpretive, productive. A global list of the strategies mentioned in the specific learning outcomes can be found in Appendix III of this document.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. The strategies described are only examples which have been provided to give an idea of the kinds of strategies students of that age and that level of proficiency might benefit from.

Strategies

language learning
strategies

language use
strategies

Students will know and use strategies
to maximize the effectiveness
of learning and communication.

general learning
strategies

language learning strategies

	Grade 10	**Grade 11**	**Grade 12**

By the end of each grade, students will be able to:

Cognitive

1. select and use, with guidance, a variety of cognitive strategies to enhance language learning, e.g., learn and apply rules; use graphic organizers

1. select and use a variety of cognitive strategies to enhance language learning, e.g., find information using reference materials like dictionaries; textbooks and grammars, use available technological aids

1. select and use appropriate cognitive strategies to enhance language learning in a variety of situations, e.g., experiment with various elements of the language; seek out opportunities to practice

Metacognitive

2. select and use a variety of metacognitive strategies to enhance language learning, e.g., evaluate their own performance or comprehension at the end of a task; keep a learning log

2. select and use a variety of metacognitive strategies to enhance language learning, e.g., monitor their own speech and writing to check for persistent errors

2. select and use appropriate metacognitive strategies to enhance language learning in a variety of situations, e.g., be aware of the potential of learning through direct exposure to the language; know how strategies may enable them to cope with texts containing unknown elements

Social/Affective

3. select and use a variety of social and affective strategies to enhance language learning, e.g., use self-talk to make themselves feel competent to do the task; get feed-back on tasks

3. select and use a variety of social and affective strategies to enhance language learning, e.g., be willing to take risks; try unfamiliar tasks and approaches

3. select and use appropriate social and affective strategies to enhance language learning in a variety of situations, e.g., incorporate newly encountered words in subsequent conversations

language use strategies

	Grade 10	**Grade 11**	**Grade 12**
	By the end of each grade, students will be able to:		
Interactive	1. select and use interactive strategies, e.g., invite others into the discussion; ask for confirmation that a form used is correct	1. select and use a variety of interactive strategies, e.g., use a range of fillers and hesitation devices to sustain conversations, use circumlocution* to compensate for lack of vocabulary	1. select and use appropriate interactive strategies in a variety of situations, e.g., repeat back part of what someone has said to confirm mutual understanding; self-correct if errors lead to misunderstanding
Interpretive	2. select and use a variety of interpretive strategies, e.g., prepare questions to note down information found in the text	2. select and use a variety of interpretive strategies, e.g., use skimming and scanning to locate key information in texts	2. select and use interpretive strategies in a variety of situations, e.g., reread several times to understand complex ideas
Productive	3. select and use a variety of productive strategies, e.g., use a variety of resources to increase vocabulary; use the steps of the writing process	3. select and use a variety of productive strategies, e.g., take notes when reading or listening to assist in producing their own text	3. select and use appropriate productive strategies in a variety of situations, e.g., use a variety of resources to correct own texts; apply grammar rules to increase accuracy

general learning strategies

	Grade 10	Grade 11	Grade 12

By the end of each grade, students will be able to:

	Grade 10	Grade 11	Grade 12
Cognitive	1. select and use a variety of cognitive strategies to enhance general learning, e.g., use mental images to remember new information	1. select and use a variety of cognitive strategies to enhance general learning, e.g., formulate key questions to guide research	1. select and use appropriate cognitive strategies to enhance general learning in a variety of situations, e.g., seek information through a network of sources including libraries, the world wide web, individuals and agencies
Metacognitive	2. select and use a variety of metacognitive strategies to enhance general learning, e.g., set up an environment favourable to learning	2. select and use a variety of metacognitive strategies to enhance general learning, e.g., keep a learning journal such as a diary or a log	2. select and use appropriate metacognitive strategies to enhance general learning in a variety of situations, e.g., take responsibility for planning, monitoring and evaluating learning experiences
Social/Affective	3. select and use a variety of social and affective strategies to enhance general learning, e.g., use encouragement and praise to help peers	3. select and use a variety of social and affective strategies to enhance general learning, e.g., take part in group problem-solving processes; monitor level of anxiety	3. select and use social and affective strategies to enhance general learning in a variety of situations, e.g., try unfamiliar tasks and approaches

Global Citizenship

The learning outcomes for *Global Citizenship* deal with the development of intercultural competence,* encompassing some of the knowledge, attitudes and skills needed to be effective global citizens. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings: *historical and contemporary elements of Ukrainian culture, affirming and valuing diversity, personal and career opportunities*. Each strand deals with a single aspect of intercultural competence.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one's own cultures is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of additional cultures. Rather than simply try to develop a bank of knowledge about the culture, it is more important for students to develop skills in accessing and understanding information on culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the culture they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The *affirming and valuing diversity* heading covers knowledge, skills and abilities that are developed as a result of bringing other languages and cultures into relationship with one's own. There is a natural tendency, when learning a new language and culture, to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates who may be from a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

Global Citizenship

historical and contemporary
elements of Ukrainian culture

affirming and valuing
diversity

**Students will acquire
the knowledge, skills and attitudes
to be effective global citizens.**

personal and career opportunities

historical and contemporary elements of Ukrainian culture

	Grade 10	Grade 11	Grade 12
	By the end of each grade, students will be able to:		
Accessing/Analyzing Knowledge of Ukrainian Culture	1. formulate questions about elements of the culture, e.g., patterns of behaviour or interaction typical of people their own age; use basic research skills to find out about Ukrainian culture	1. identify and use a variety of sources of information to find out about Ukrainian culture	1. organize and represent information about elements of Ukrainian culture in a variety of ways
Applying Cultural Knowledge	2. explore and identify some social aspects of Ukrainian life, e.g., festivals, sports, communities; understand behaviours that are different from their own, e.g., use of public transportation, involvement in part-time jobs	2. identify different perspectives of Ukrainian culture and speculate on their origins, e.g., stereotypes present in their own community	2. apply knowledge of elements of Ukrainian culture in interactions with people and texts, e.g., interpret historical references
Diversity Within Ukrainian Culture	3. apply knowledge of the culture to interpret similarities and differences between diverse groups within Ukrainian culture	3. identify different perspectives on diverse elements of Ukrainian culture, e.g., stereotypes within Ukrainian culture	3. apply knowledge of diverse elements of Ukrainian culture
Valuing Ukrainian Culture	4. identify contributions of Ukrainian culture to their own and to global society	4. explore contributions of Ukrainian culture to their own and to global society	4. seek out and use opportunities to interact with members of Ukrainian culture, e.g., exchange letters with a pen pal

affirming and valuing diversity

	Grade 10	Grade 11	Grade 12
	By the end of each grade, students will be able to:		
Awareness of First Language	1. compare oral and written aspects of their first language and Ukrainian	1. identify ways in which their first language and Ukrainian are similar	1. identify ways in which their first language and Ukrainian are similar and ways in which they differ
General Language Knowledge	2. recognize that languages evolve over time	2. identify how and why languages borrow from one another	2. recognize that languages and their international status change over time
Awareness of Canadian Culture	3. identify some influences on the development of their personal identity	3. identify some of the past and present relationships between Ukrainian culture and their own, e.g., war, immigration, trade, travel	3. recognize that ethnocentric perspectives exist in texts
General Cultural Knowledge	4. recognize that cultures evolve over time	4. identify some of the ways in which cultures evolve over time	4. explore various ways in which individuals acquire a cultural identity
Intercultural Skills	5. explore various strategies for interpersonal communication with people from different cultures	5. apply various strategies for interpersonal communication with people from different cultures	5. identify and use various strategies for interpersonal communication with people from different cultures

personal and career opportunities

	Grade 10	Grade 11	Grade 12
	By the end of each grade, students will be able to:		
Ukrainian Language and Culture	1. identify careers in which knowledge of the Ukrainian language and culture is an asset	1. explore opportunities for further studies or careers related to Ukrainian	1. explore applications of Ukrainian language and culture in the global workplace and marketplace and their personal and social life
Cultural and Linguistic Enrichment	2. explore careers in which knowledge of additional languages and intercultural skills can be applied	2. explore applications of language and cultural learning in their personal and social lives and the global workplace and marketplace	2. explore applications of language and cultural learning in their personal and social lives and the global workplace and marketplace

Areas of Experience by Domain

PERSONAL

FAMILY (EXTENDED)
- roles and responsibilities
- special events and family celebrations

HOME
- rooms and furnishings

SELF
- physical
  ○ body
  ○ clothing
- emotional

FRIENDS
- relationships
- shared activities

DAILY ACTIVITIES
- routines and chores
- meals
- family traditions

LEISURE ACTIVITIES
- sports
- hobbies
- music

PUBLIC

COMMERCIAL TRANSACTIONS AND BUSINESS
- shopping
- restaurants
- services

TRAVEL
- daily
- vacations

OCCUPATIONS
- trades
- professions
- careers

MASS MEDIA
- television
- newspapers and magazines
- world wide web

ARTS AND ENTERTAINMENT
- professional sports
- theatre, dance, films
- music performances
- visual arts and design

INSTITUTIONS
- government, churches, schools
- public celebrations
- business and industry

CIVIC RESPONSIBILITIES
- conservation
- charitable activities

EDUCATIONAL

HUMANITIES
- literature
- arts

SOCIAL SCIENCES
- geography
- history
- social issues

NATURAL SCIENCES AND MATHEMATICS
- weather and climate
- animals and plants
- technology
- inventions
- money
- ecology and the environment
- outer space

HEALTH AND PHYSICAL EDUCATION
- physical activity
- nutrition
- public health issues

Global List of Strategies

Language Learning Strategies

Cognitive

Students will:

- listen attentively
- do actions to match words of a song, story or rhyme
- learn short rhymes or songs incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express their meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things (vocabulary, structures) with similar characteristics
- identify similarities and differences between aspects of the language being learned and their own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in the language being learned or in their own language
- find information using reference materials like dictionaries, textbooks, grammars
- use available technological aids to support language learning, e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function

Metacognitive

Students will:

- check copied writing for accuracy
- make choices about how they learn
- rehearse or role play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate their own performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition and identify one or more they consider particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable them to cope with texts containing unknown elements
- identify problems that might hinder successful completion of a task and seek solutions
- monitor their own speech and writing to check for persistent errors
- be aware of their own strengths and weaknesses, identify their own needs and goals, and organize their strategies and procedures accordingly

Social/Affective

Students will:

- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, note their acceptance or non-acceptance by more experienced speakers
- participate actively in conferencing and brainstorming as a pre- and post-writing exercise
- use self-talk to make themselves feel competent to do the task
- be willing to take risks, try unfamiliar tasks and approaches
- repeat back new words and expressions occurring in conversations in which they participate, make use of the new words as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems, get feedback on tasks
- provide personal motivation by arranging rewards for themselves when successful

Language Use Strategies

Interactive

Students will:

- use words from their first language to get their meaning across, e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in the second language
- acknowledge being spoken to
- interpret and use a variety of non-verbal clues to communicate, e.g., mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally, e.g., *Вибачте. Перепрошую. Я не зрозумів,.* or nonverbally, raised eyebrows, blank look
- ask for clarification or repetition when they do not understand, e.g., *Прошу повторіть. Що ви сказали?*
- use the other speakers' words in subsequent conversation
- assess feedback from conversation partner to recognize when the message has not been understood, e.g., raised eyebrows, blank look
- start again using a different tactic when communication breaks down, e.g., *Я хотів сказати, що...*
- use a simple word similar to the concept they want to convey and invite correction, e.g., *риба for лосось*
- invite others into the discussion
- ask for confirmation that a form used is correct, e.g., *Чи так можна сказати? Чи це правильно? Чи так говорять?*
- use a range of fillers, hesitation devices and gambits to sustain conversations, e.g., *Скажім..., Отже, І так, От, Значить*
- use circumlocution to compensate for lack of vocabulary, e.g., *на те, що вішають одяг for вішак*
- repeat back part of what someone has said to confirm mutual understanding, e.g., *Так що, на вашу думку..., І так, з вашої точки зору..., Ви кажете, що..., Так як я розумію...*
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding, e.g., *Чи це зрозуміло?*
- use suitable phrases to intervene in a discussion, e.g., *Говорячи про..., Щодо (чого), то..., На рахунок (чого),...*
- self-correct if errors lead to misunderstandings, e.g., *Я хотіла сказати, що... Я намагалася сказати, що... Я мала на увазі те, що...*

Interpretive

Students will:

- use gestures, intonation, visual supports to aid comprehension
- make connections between texts on the one hand, and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what they expect to hear or read based on prior knowledge and personal experience
- use knowledge of the sound-symbol system to aid reading comprehension
- infer probable meaning of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in the text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess their own information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

Productive

Students will:

- mimic what the teacher says
- use non-verbal means to communicate
- copy what others say or write
- use words visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing their own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: pre-writing (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts, e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing their own text
- revise and correct final version of text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive

Students will:

- classify objects, ideas according to their attributes, e.g., red objects and blue objects or animals that eat meat and animals that eat plants
- use models
- connect what they already know with what they are learning
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- write down key words and concepts in abbreviated form (verbal, graphic or numerical) to assist performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, identify and justify the evidence on which their inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources including libraries, the world wide web, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive

Students will:

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how their efforts can affect their learning
- reflect upon their thinking processes and how they learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of sub-tasks
- make a plan in advance about how to approach a task
- identify their own needs and interests
- manage the physical environment in which they have to work
- keep a learning journal such as a diary or a log
- develop criteria for evaluating their own work
- work with others to monitor their own learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective

Students will:

- watch others' actions and copy them
- seek help from others
- follow their natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- encourage themselves to try, even though they might make mistakes
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks, e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to make themselves feel competent to do the task
- be willing to take risks, try unfamiliar tasks and approaches
- monitor their level of anxiety about learning tasks and take measures to lower it if necessary, e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

Sample List of Text Forms

Written Texts

- Adventures
- Advertisements
- Biographies and autobiographies
- Brochures, pamphlets and leaflets
- Cartoons
- Catalogues
- Charts, diagrams, graphs
- Compositions
- Dictionary and grammar items
- Drawings
- Encyclopaedia entries
- Fables
- Folk tales and legends
- Forms
- Graffiti
- Guest speakers
- Historical fiction
- Humor
- Illustrations
- Information texts
- Instructions and other "how to" texts
- Invitations
- Journals, diaries and logs
- Labels and packaging
- Letters, business and personal
- Lists, notes, personal messages
- Maps
- Menus
- Mysteries
- Myths
- Newspaper and magazine articles
- News reports
- Non-fiction chapter books
- Photographs
- Picture books
- Pictures
- Plays
- Poetry
- Prints
- Programs
- Questionnaires
- Reader theatre
- Recipes
- Reports and manuals
- Rhymes
- Riddles
- Role-play
- Short stories and novels
- Signs, notices, announcements
- Stories
- Symbols
- Textbook articles
- Tickets, timetables and schedules
- Travel log
- Word play

Oral Texts

- Advertisements
- Announcements
- Ceremonies, religious and secular
- Debates
- Fables
- Formal and informal conversations
- Guest speakers
- Humor
- Interviews
- Lectures
- Messages
- Murals
- Mysteries
- Myths
- Oral stories and histories
- Plays and other performances
- Repetition
- Reports and presentations
- Role-play
- Rhymes
- Rhythms
- Riddles
- Songs and hymns
- Telephone conversations
- Word-play

Multimedia Texts

- Audio-tapes
- Charts, diagrams, graphs
- Comic strips
- Computer and board games
- Dance
- Drawings
- Information texts
- Movies and films
- Murals
- News reports
- Photographs
- Pictures
- Puppet plays
- Slide/tape and video presentations
- Symbols
- TV programs
- Websites